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ABSTRACT

The activity book is designed to assist school counselors in preparing nonhandicapped persons to interact in a positive manner with the handicapped. An introductory section defines the term handicapped, offers program management guidelines, considers needs assessment, and describes three counseling models (peer helper, classroom guidance, and service group). Section II contains activities to use with groups of nonhandicapped students. Section III contains activities for small groups consisting of both handicapped and nonhandicapped students. Section IV contains activities for the total school population. Information on each activity usually includes objectives, materials needed, time, procedures, followup questions, and comments. Appended is a paper titled "Who Are the Handicapped?" which gives definitions for various disabilities. (SB)

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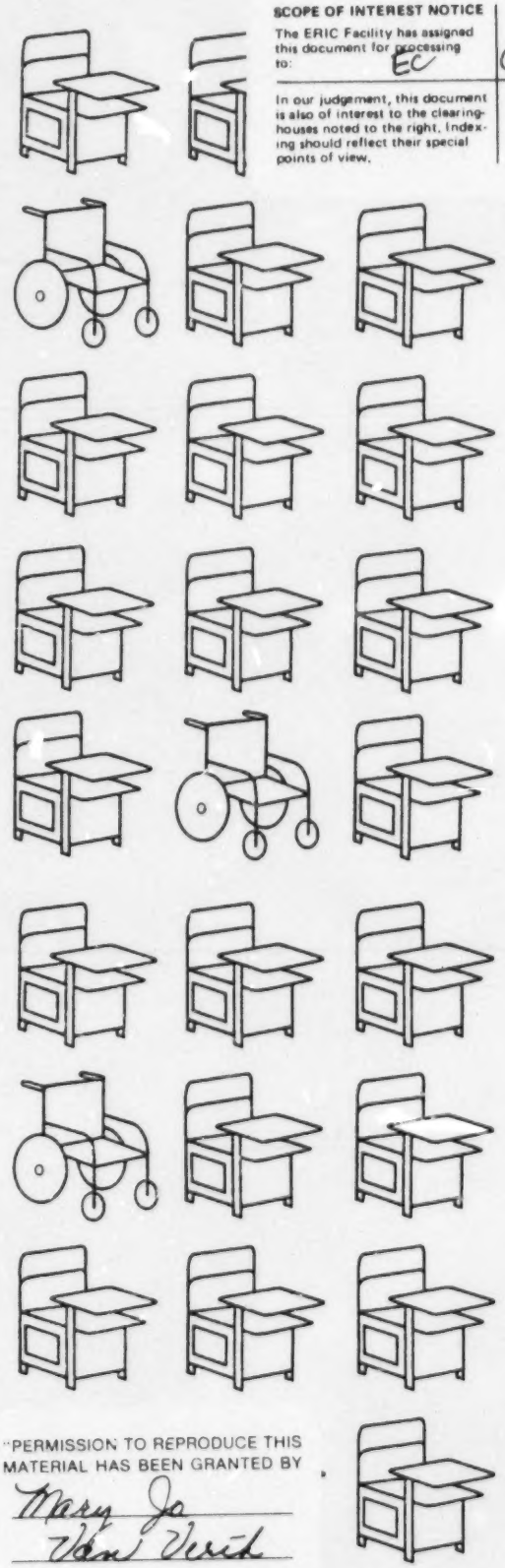

COUNSELING SPECIAL STUDENTS

An Activity Book for Encouraging Positive Interaction Between Non-Handicapped & Handicapped Students

Hazel Loucks

March 1981

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FOREWORD

This monograph has been developed through a cooperative project entitled "Counseling Special Students (CSS)." Interagency involvement included the area education agencies and local education agencies in Iowa; the Midwest Regional Resource Center at Drake University; the Special Needs Section, the Guidance Services Section and the Division of Special Education of the Iowa Department of Public Instruction.

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INTRODUCTION

DESCRIPTION OF THE MONOGRAPH

This monograph was designed to assist school counselors in preparing non-handicapped persons to interact in a positive manner with the handicapped. It is not intended to be a comprehensive information source describing how to prepare non-handicapped persons to interact with all handicapped persons in all situations, but rather to serve as a springboard for counselors wanting to initiate the process. Flexibility has been built into this monograph, so the activities can be adapted to meet any school district's needs.

This monograph is divided into four parts. They are: Introduction; Activities To Use With Groups Of Non-Handicapped Students To Generate Greater Awareness And Sensitivity To Handicapped Persons; Activities For Small Groups That Include Both Handicapped And Non-Handicapped Students To Promote Positive Interaction; and Activities For The Total School Population To Promote Positive Interaction And Handicapped Awareness. The activities in each section have not been sequenced. Sequencing should be based on each district's unique needs.

INTRODUCTION TO THE HANDICAPPED

What does the term "handicapped" mean? According to The Education for the Handicapped Act (P.L. 94-142), the term means: *"those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services. Related services include, among other things, counseling, parent counseling and training, developmental and supportive services if needed to assist a handicapped student to benefit from special education."* (1) *(See Appendix I for the Iowa terminology)*

There are approximately eight million children (age 0-19 years) with handicapping conditions in the United States. The handicaps which appear most frequently are speech impairments, mild mental disabilities, learning disabilities, and behavior disorders. Conditions appearing less frequently include orthopedic handicaps, other health impairments, such as diabetes, epilepsy, hemophilia, asthma, or cerebral palsy and the hard of hearing. Visual handicaps, deafness, deaf-blind, and multiple handicaps occur even less frequently. (2)

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(1) U.S., Superintendent of Documents. Federal Register, 42(163), Tuesday, August 23, 1977. Washington, DC: Government Printing Office.

(2) From a Report for the United States Office of Education conducted by Hallahan, D. P. and Kauffman, J. M. Exceptional children: Introduction to special education. Englewood Cliffs, NJ: Prentice-Hall. 1978.

As long as there have been schools, society has found certain handicapping conditions to be more "acceptable" because of the degree of the handicap. Students with minor visual, hearing, or other disabilities have been surviving in the regular school setting because corrective devices have allowed them to function without special help in the general education classroom. In order to be of the greatest assistance to all students, counselors need to keep in mind that persons who are disabled may be more handicapped by a particular physical environment, attitude or lack of corrective device rather than their specific disability.

The goals underlying counseling are identical for both the handicapped and non-handicapped: to assist the counselee in fulfilling his/her potential - academically, socially, and personally. A handicapped high school student is first and foremost an adolescent with the same basic needs, desires and hopes common to all adolescents. Handicapped students may have problems more frequently or less frequently than their non-handicapped peers, and these problems may or may not be related to their handicapping conditions. It is extremely important that counselors realize this and present these concepts to all students. Counselors will, undoubtedly, need to expand their knowledge regarding handicapping conditions and act as a catalyst to others seeking more knowledge.

PROGRAM MANAGEMENT GUIDELINES

The Education for the Handicapped Act mandates that all handicapped students be educated with their non-handicapped peers, whenever appropriate. This concept is referred to as the least restrictive environment. It has been legislated, but non-discrimination cannot be legislated. It must come from within a person. School counselors have opportunities to serve as catalysts in creating experiences that will minimize discriminatory behavior among students.

Regardless of the adaptations counselors make in implementing programs to facilitate positive interaction between the non-handicapped and handicapped in a district, it will be impossible to accomplish that goal if a one-shot approach is used. Facilitating positive interaction is an ongoing process.

Since group participants will vary greatly in their awareness and sensitivity, as will the school settings in which these activities will be conducted, counselors are encouraged to work with the general and special education staff to develop a program based on these suggested guidelines:

1. Activities should be based on student, parent, and teacher needs.

2. Students should be included in the planning, organization, and implementation of activities.

3. Thorough planning should occur and specific objectives should be established to address local needs.

4. The program should be flexible; if one activity or procedure doesn't produce the desired outcomes, change and start again.

NEEDS ASSESSMENT

Students, as well as other school personnel, have many of society's prevailing thoughts and feelings about handicapped individuals. Students may feel fear, discomfort, guilt, or pity for their handicapped peers; or they may consider them to be remarkable or courageous. However, students may not think of the handicapped as an individual, but rather as "that blind boy" or "that crip" or "that retard".

In order to assess students' feelings toward the handicapped, counselors may want to consider these options:

1. Administer the Attitude Toward Disabled Persons Scale (ATDP Scale). (3) It can be used in classrooms and group counseling sessions. The ATDP scale can be self-scored with follow-up discussion or it can be scored by the counselor and the results used to make general needs assessment statements.

2. Develop a questionnaire which asks teachers questions regarding discriminatory behaviors among students. Teacher response should be based on classroom observations.

3. Counselors can also make special efforts to observe interaction among students in the lunchroom, library, gymnasium, and at extracurricular activities, noting discriminatory trends in student behaviors.

Counselors will also want to develop questionnaires which assess handicapped students' feelings toward school, perceptions of school opportunities, and thoughts about changes needed in the school. Sample questionnaires are available in The Challenge of Acceptance (4). Other questionnaires have also been included in the Counseling Special Students Newsletter. (5)

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(3) Yuker, Harold, Block, Jr., and Young, Janet. Measurement of attitudes toward the disabled. Albertson, NY: Human Resources Center. 1970.

(4) Finley, Diane and Jeschke, Thomas. The challenge of acceptance. Des Moines, IA: Midwest Regional Resource Center. January, 1980. Available through the Iowa Department of Public Instruction and your local Area Education Agency.

(5) The Counseling Special Students Newsletter is published monthly by Drake University - Midwest Regional Resource Center for the Iowa Department of Public Instruction and mailed to every secondary school counselor in Iowa. Refer to issue 6, 1980-81.

COUNSELING MODELS

There are many program models being used by counselors. Counselors can adapt some of these models to help promote positive interaction between handicapped and non-handicapped students. Three adaptations are:

Peer Helper Model

One type of counseling program many school counselors have implemented is the peer helper or peer listener model. These programs are commonly defined as trained, supervised groups of students who provide a listening ear, support, and assistance in clarifying alternatives to their peers. Peer helpers are trained to use verbal and non-verbal communication skills. The peer helper model was originally designed to combat drug problems in schools by harnessing the most influential group of people in an adolescent's life -- his/her peers. However, the peer helper model can also be used effectively to minimize discriminatory practices among students. Mimi and Dan Samuels (6), as well as Robert Myrick and Tom Erney (7), have written resource books for persons interested in creating a peer helper program in their schools.

Fundamental counseling principles, taught in a peer helper program, apply to all students. However, many handicapped students have a low tolerance for frustration. Peer helpers, if alert and sensitive to this tendency, can provide their handicapped peers with support and opportunities to vent their feelings. Plus, since handicapped students receive so much negative feedback, peer helpers can assist in enhancing their self-esteem by communicating to the handicapped student that he/she is a unique and valuable person.

Handicap awareness units can be incorporated into a peer helper training program. Many of the activities included in the activity section of this monograph can be used with peer helpers to facilitate a greater awareness of handicapped students and foster a general respect for all individual differences.

Classroom Guidance Model

Many counselors use the classroom guidance model to cover many diverse subjects. If a need for promoting interaction between the handicapped and non-handicapped in a school is apparent, counselors may want to adapt the classroom guidance model to meet this need. All of the activities in the activity section of this monograph can be used in a classroom setting. Some classes are more conducive to including activity-based learning approaches than others. Generally, interpersonal communication and handicapped awareness activities fit more readily into the social studies, speech and home economics curriculums. However, since each school is unique, counselors will need to discover which courses and teachers are interested in including a handicapped awareness unit.

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(6) Samuels, Mimi and Samuels, Dan. The complete handbook of peer counseling. Miami: Fiesta Publishing Company. 1975.

(7) Myrick, Robert and Erney, Tom. Caring and sharing - Becoming a peer facilitator. Minneapolis: Education Media Company. 1978.

Service Group Model

Frequently, students and faculty members want to become involved in service projects. When appropriate, a service group devoted to assisting handicapped individuals can be created, or an existing service group can incorporate activities to assist participants in understanding handicaps. Activities from this monograph can serve as the nucleus for developing a preliminary training program for creating greater understanding and awareness of handicapped individuals. Specific service projects are outlined in the Total School Activities Section of this monograph.

SUMMARY

Counselors are in a unique position to serve as direct service providers and as liaisons between students, school personnel, parents, and service agencies. However, counselors must become aware of their personal feelings and thoughts about interacting with handicapped counselees in order to become more effective in helping non-handicapped students develop non-discriminatory attitudes toward the handicapped.

This monograph provides some activities for use in facilitating positive interaction between non-handicapped and handicapped persons. Success in this endeavor will, however, be contingent upon, among other things, knowledge of the subject, facilitation skills, and sensitivity to individual needs and differences.

ACTIVITIES FOR NON-HANDICAPPED STUDENTS

This section contains activities to use with groups consisting of non-handicapped students. These activities are designed to generate a greater awareness and sensitivity to handicapped persons.

NAME TAGS

Objectives:

1. To initiate positive interaction between students.
2. To become better acquainted.
3. To explore differences between people and perceptions on effect of handicaps.

Materials: 5 x 8 index card, string, crayons, pencil

Time: 30-45 minutes (depending on group size)

Procedure: Give students materials, and ask each student to boldly print his/her name in the middle of the card and then draw a picture to represent Numbers 1-2 and use words to answer Numbers 3-4. (Example below)

1. *What I like to do when I have free time.*	2. *Something that makes me feel happy.*
NAME	
3. *What words would you use to describe yourself?*	4. *List 2 people that are important to you.*

Complete the name tags, attach the string and hang the card around your neck, chest high, so everyone can read it. Next ask students to move around the room in total silence looking at people's name tags. After five minutes, ask the students to choose someone in the room whose card interested them. Each person will have one partner. Next, invite them to share "card" information and ask questions of their partner. After five minutes, return to the large group and invite each student to introduce to the group his/her partner.

Follow-up: In the large group, ask these questions:

1. What did you notice about this group?
2. What did you discover about someone else that is also true about you?
3. Would your responses to the four questions change if you were handicapped?

COMMUNICATION WITHOUT SPOKEN WORDS

Objectives:

1. To serve as an icebreaker.
2. To increase awareness of people without speech.
3. To increase student awareness of non-verbal communication.

Materials: None

Time: 15-20 minutes (depending on group size)

Procedure: Invite students to find someone in the room they would like to meet. Say "without using words, sounds, or writing, let the person know you want to get acquainted. Then sit down and introduce yourself by telling them about yourself--without using words or sounds."

Follow-up: After five minutes, tell the students that they may use words, sharing with their partner what they thought they were communicating, how each felt about not using words, why they chose the partner they did, and why they used the method they did to express themselves. After five minutes, return to the large group and discuss:

1. What do you think the objectives of this exercise were?
2. How did you feel during this exercise? How might you feel if this wasn't an exercise, if it were real?
3. What type of awareness does this exercise emphasize?
4. How would your non-verbal communication change if you were handicapped?
5. What would it be like to be speech impaired?

MY DESCRIPTION OF ME

Objectives:

1. To explore perceived changes resulting from handicap.
2. To identify physical and mental characteristics and the importance of each to personal perceptions.

Materials: A large roll of white butcher paper or white paper table cloth, old magazines, scissors, crayons and glue.

Time: 2 or 3 class periods.

Procedure: Divide the students into pairs. Instruct the students to measure enough paper so that it is at least a couple of inches longer than their own body length. Have one student lie down on the paper and have his/her partner make an outline of the student's body. This provides a life-size outline for each student. When each partner has been traced, instruct the students to work independently from that point on. Students may use magazine pictures, words, or drawings to represent their interests, strengths, and personality on their outline. When students have completed their self-portrait, display them around the room. Be sure the student's name is printed clearly somewhere on their outline. The next class period, ask the students if they feel they would like to add any picture to their peers' self-portraits. Before anything can be added, they must have the owner's permission and explain the reason for the desired addition. Allow about 15 minutes for this process.

Ask students to display their portraits and describe what kind of person they see themselves to be. After each student has had an opportunity to share, continue by asking students to consider how they wish they might be. Ask students if they want to change their self-portrait in any way. Ask for volunteers in the group who wish to share how they might like to change themselves.

Follow-up: Then ask the group:

1. How can someone who does not like their "self" change? Physically? Mentally?

2. How would your picture change if you were blind? Physically handicapped? Mentally handicapped?

3. Do you think you are the type of person who can be depended on? Does your physical or mental ability make a difference?

THE OUTER ME

Objectives:

1. To increase students' awareness of how important the treatment of others is.
2. To increase students' awareness of how it feels to be treated as different.

Materials:

Masking tape or small cards which may be taped to student's forehead, each with a statement printed on it. Labels could read:

1. "Do not make eye contact with me. I'm crosseyed."
2. "Ignore me. I'm palsied."
3. "Keep looking at my mouth. It's deformed."
4. "Speak loud, I'm hard of hearing!"

Time:

20 minutes

Procedure:

Discuss these questions with the group:
How can you improve your outer self?
Is it important how you look?
Do you care how others react to you?
Does the way people treat you make any difference in how you act toward them?

Then have the students divide into small groups of five or six. Have a student from each group place one of the statements on his/her forehead so that every person in the group can see what it says except the recipient. Give the group a question to discuss; (example: "If I were a boss, I'd hire me because --- Why? Why not?"). Allow five minutes for the student with the "label" to feel the group's treatment. After five minutes have elapsed, stop the discussion. Return to the large group.

Follow-up:

Discuss these questions with the participants:

1. Ask the person with the label: What did your label say? How did you feel toward the group? Toward yourself?

2. Ask the group: Did the labeled student act the way he/she usually acts in a group discussion?

3. Ask everyone: Do you still feel the same about the importance of the "outer you?" How is this situation similar to the ones faced by persons who cannot alter their appearance? For example: no legs, deformed face, crosseyed, etc.

WHAT IF?

Objectives:

1. To examine students' attitudes toward handicaps.
2. To help students identify their values.
3. To provide students an opportunity to share information and concerns in regard to certain handicaps.

Materials: Worksheet I and pencils

Time: 1 class period

Procedure: Ask students to look at the list of handicaps and consider this question: "If I had to be handicapped, which of the following handicaps would be the most acceptable?" Rate the handicaps from #1 being the most acceptable to #13 the least acceptable and give your reasons for choice #1 and #13 only.

Follow-up: Invite the students to share the reasons for their #1 and #13 selections.

WORKSHEET I

Rating	Handicap	Reasons for #1 & #13 Choices
	Amputee	Most Acceptable
	Blindness	
	Cerebral Palsy	
	Congenital Heart Disease	
	Deafness	
	Diabetes	
	Disabling Arthritis	Least Acceptable
	Dwarf	
	Behavioral Disability	
	Epilepsy	
	Learning Disability	
	Mental Disability	
	Paraplegia	

TIME

Objectives:

1. To assist students in recognizing how they use their time.
2. To introduce students to the concept of time management.
3. To increase awareness of how the use of time varies from person to person, especially handicapped persons.

Materials: Paper and pencils

Time: One class period

Procedure: Instruct students to make an hourly log for the past 24-hour period. Allow enough time for students to complete this task. Use the following questions for group discussion:

1. Did you have any time that was fun?
2. Did you "waste" any time?
3. Did you have any free time?
4. Did you do anything for someone less fortunate than yourself?
5. Did you spend more time on any task that could have been completed quicker?
6. How would your time be spent differently if you were handicapped?

Follow-up: Discuss with students how they feel about time.

1. How much control do you have in how you spend your time? Would that change if you were handicapped?
2. How does the way we spend our time affect our present? Our future?
3. Why should you think about time?
4. When interacting with a handicapped person, would you have to adjust your expectations based on time?

CRISES

Objectives:

1. To assist students in understanding "crisis".
2. To explore handicapping conditions as life crises.

Materials: None

Time: 20-30 minutes (to be used before Trust Walk activity)

Procedure: Group discussion based on the following questions:

1. What does the word "crisis" mean to you?
2. Have you ever had a crisis in your life? How did you react to that crisis?
3. Are you presently facing any crisis?
4. Has anyone close to you recently faced a crisis? (just share the crisis, not the person's name)
5. What kind of crises would you face if you became handicapped? For example, deaf? mentally disabled? blind?
6. Would a handicap be more of a crisis now, than if you were born with it?

Then: Introduce Trust Walk.

TRUST WALK

Objectives:

1. To increase awareness of a personal crisis.
2. To increase awareness of problems the severely visually handicapped face.
3. To experience being dependent on another person.
4. To increase awareness of how other senses compensate when sight is "lost."

Materials: Box of kleenex and good grade masking tape

Time: 30-45 minutes

Procedure: Ask students to fold kleenex to make two neat eye patches. Have students pair off. One partner will assist the other in taping the eye patches to his/her eyes so that vision is totally obscured. Now have all the blindfolded persons form a line and ask the other students to select a new partner, but in no way permit the person to know who their helpmate is. The facilitator explains that "the sighted partner should provide their blind companion with as many opportunities in experiencing the environment as possible. Lead your partner around the building and/or grounds permitting them to touch, smell and taste as many things as possible. Remember to keep your identity a secret (no talking) and keep your blind partner as safe as possible. You have ten minutes for this activity."

Follow-up: Upon the groups return, give the blind partner a few seconds to discover who his/her helper was by touching hair, face or clothing. Then ask students to remove eye patches and discuss their feelings about the experience. This activity is best if the activity is repeated so that those who have not simulated blindness have that opportunity.

After their return, the entire group might discuss:

1. What does it feel like to depend on someone else for your safety?
2. How safe did you feel?
3. What did it feel like to be "blind?"
4. Would blindness be different from the other crisis you have experienced?

ACHIEVEMENTS A & B

Discuss these questions with students prior to introducing the "Star Tracing" or "All Thumbs" activities:

1. What are achievements?
2. Are achievements important to you?
3. Invite the students to share something they have achieved.
4. Would handicaps keep you from achieving what you wish to?

Proceed with "Star Tracing" or "All Thumbs."

Activity A: "Star Tracing"*

Objectives:
1. To experience the problems encountered when you know what you want to achieve, but cannot.
2. To experience the problems of the perceptually handicapped and other learning disabled (L.D.) persons.

Group Size: Limited only by the number of mirrors available.

Materials: Several mirror tiles, same number of cardboard pieces (8½ by 11 will work), same number of double-line stars drawn on 8½ x 11 paper, blank 8½ x 11 paper, and pencils.

Time: 15-20 minutes

Procedure: Divide the group into dyads (pairs) and give each pair a set of materials (one mirror, one page with a double-lined star on it, a clean sheet of paper, a pencil, and a piece of cardboard.) Partners are asked to sit across from one another at a desk or table (flat surface). Invite one person to be the teacher and one to be the student. The teacher is to place the mirror (sitting upright) facing the student. Place the double-lined star at the base of the mirror so that the star's reflection shows in the mirror. Next place the piece of cardboard on the other edge of the double-lined star paper.

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*This activity adapted from Everybody counts! A workshop manual to increase awareness of handicapped people by M. J. Ward, R. N. Arkell, J. H. Wise, and H. G. Dahl. Copyright 1979 by the Council for Exceptional Children.

Give the student a pencil and direct him/her to look at the mirror (not over the cardboard) and reach his/her hand around the cardboard and trace the star, staying between the double lines of the star. As the student experiences difficulty, the "teacher" may be as helpful or critical as he/she sees fit. After the student has made a good attempt at tracing the star, ask the student to sign his/her name to the paper, but looking only into the mirror. Then ask them to write these letters and numbers: 7 - 3 - b - d - e - 2 - 5 - 9 - S - g. This experience is most effective if the teacher and student can switch roles so both can have this experience.

Follow-up: When completed, discuss the experience as a large group using such questions as:

1. How did it feel to know what you wanted to do but could not be able to accomplish it?
2. How did you feel when the cardboard was removed? Had you written what you intended?
3. Can you relate these frustrations to the experiences of a person with a learning disability?
4. Invite anyone in the group who knows a dyslexic or mildly dyslexic student to share with the group their perceptions of that person's problem.

Activity B: "All Thumbs"

Objectives:
1. To experience the frustration of not being able to achieve what one wants to achieve.
2. To increase awareness through experience of persons with motor coordination handicaps.

Materials: One pair of work gloves per student (fingers should be stuffed with tissue), one pair of scissors, paper, one box of buttons, and straight pins.

Time: 15-30 minutes

Procedure: Students should put on work gloves. Students are then asked to pick up the scissors and cut the paper in the shape of a triangle. Next ask participants to pick up a button and/or a pin from the table.

If they have tie shoes, invite them to untie and retie their shoes. If they have a shirt or blouse with buttons, invite them to button and unbutton a button. To increase frustration, assign time limits for task completion.

Follow-up: In a group discussion, focus on these questions:

1. Did you feel frustrated by not being able to achieve the task?
2. How did you feel toward the group leader?
3. Have you ever had a broken limb? Were these experiences similar?
4. How might you cope if this was your everyday experience instead of a game?

ON MY MIND

Objectives:

1. To help students identify their personal fears, goals, joys, concerns, etc.
2. To discover that other persons share the same thoughts even though they may be handicapped.

Materials: Large white paper for each student, scissors, lots of old magazines, and glue.

Time: One or two class periods

Procedure: Have students help each other by drawing silhouettes of each other's head. Silhouettes should be at least 1½ times the actual head size. Instruct the students to cut pictures and words from magazines to make a collage representing what is on their mind now--concerns, plans, worries, joys, etc. (If students are present who have visual or manipulative handicaps, do this activity in pairs.) When this is completed, invite the students to sit in a large circle and silently pass their "head" to the left. Pass it slowly until all students have had an opportunity to see each collage. When all students have their own collage, ask them to select a partner. Allow 5-6 minutes for them to share their perceptions of what is on their partner's mind. Repeat if time allows. Return to large circle.

Follow-up: Discuss these questions:

1. Did you find anyone with the same concerns or thoughts you have?
2. Did you notice anything surprising about your own thoughts? Are they more positive or negative, or neither?
3. How would your plans, worries, concerns, etc., change if you were handicapped? Would it effect your dating? job? car?
4. What did you notice about your classmates?

AWARENESS ACTIVITY - DEPENDENCY

Objectives:

1. To experience dependency.
2. To uncover students' attitudes toward people who are dependent or toward being dependent.

Materials: Three or four different types of food. (A sack lunch with a drink would be adequate), eating utensils, and a straw. Note: If your school will permit it, bring a complete cafeteria meal for each student to the classroom, or use a section of the cafeteria for this exercise.

Time: One or two class periods

Procedure: Ask the students to divide up into pairs, preferably with someone they feel comfortable with. Then ask the students to decide who is A and who is B. After they have made this decision, give these directions:

1. A is to feed B the meal in a manner agreed upon by the two of them.
2. B may not use his/her hands at any time.
3. A is to eat his/her own meal as well.
4. Halfway through the meal (by facilitator's observation) invite the participants to change roles. B will now feed A and also eat his/her own meal.

Follow-up: After students have cleaned up, returned trays, etc., discuss the following questions:

1. What do you think the purpose of this exercise was?
2. What did you become aware of regarding this experience?
3. Did you feel more comfortable being fed or feeding someone else?
4. Did you feel frustrated? With what? Why?
5. When are people in the situation you were just in?

Comment: Depending on school size and facilities, this exercise could also be used in a Handicapped Awareness Week.

AWARENESS - VISUALLY IMPAIRED

Objectives:

1. To experience dependency.
2. To emphasize effective teamwork.
3. To increase awareness of being visually impaired.

Materials: A section of plastic wrap, 1 yard long and 9 inches wide, folded lengthwise, in half and in half again to make a strip about 3 inches wide and 1 yard long, several copies of application forms.

Time: One class period

Procedure: Ask students to number off 1 - 2 - 1 - 2. Have the ones form a line facing the twos. Then say "the person facing you is is your partner for this activity." Ask the students to pick up one plastic strip per team and decide who will be the helper and who will be the helpee. Ask the helper to tie the strip of plastic wrap around the eyes of the helper securely enough so that he/she can have his/her eyes opened but cannot see through the bottom. Next give the team a part of a job application, student registration form, or some type of application to fill in. The form is for the helpee (the student with the plastic wrap over his eyes) to complete. Invite that student to complete any part of the application alone that he/she is able to complete. When the student has reached a level of recognizing the need for assistance, tell the partners to work together to fill in the application; however the helpee must do all the writing. The helper may give only verbal instructions. After the pair have worked on the application for ten min tes, ask them to switch roles. Provide a new piece of plastic wrap and repeat the procedure.

Follow-up: Each team should take two minutes to share their experiences. Then in a large circle, ask students to respond to these questions:

1. What did it feel like to be a helper?
2. What did it feel like to be a helpee?
3. What feeling did you have toward your helper?
4. How was your experience unlike that of the person who is actually handicapped?
5. Do handicapped persons experience the same feelings you had today?
6. How can we determine if someone wants our assistance?

AWARENESS - WHO IS HANDICAPPED?

Objectives:

1. To assist students in developing a realistic definition of "handicapped."
2. To assist students in understanding stereotypes associated with the word "handicapped."
3. To help students recognize that a disability can become a handicap under certain conditions.

Materials: Newsprint and magic marker or blackboard and chalk

Time: 45-60 minutes

Procedure: Ask students to brainstorm definitions of the word "handicapped." Write these definitions on the board or paper. When the students are satisfied with their definition, invite them to line up on the left side of the room. Then request that any student who feels he/she would be considered handicapped according to the definitions on the board move to the right side of the room. Then state, "It is great that we have such a large group of normal, non-handicapped students." Next, read the following list one at a time and ask any students who have that handicap to move to the right side of the room.

1. Is left-handed?
2. Wears glasses or contacts?
3. Does not have a college education?
4. Does not know how to swim?
5. Cannot run 2 miles?
6. Cannot play a musical instrument?

Follow-up: Ask the students to look at their definition of handicapped. Then use these questions for discussion:

1. What are you aware of about the word handicapped?
2. In what situations would not having a college education, being unable to swim, or the other items listed be considered a handicap?
3. Is a person who can't walk handicapped in English class? Math class? P.E.? What's the difference?

Help students rewrite their definitions.

This activity adapted from Everybody counts! A workshop manual to increase awareness of handicapped people, by M. J. Ward, R. N. Arkell, J. H. Wise, and H. G. Dahl. Copyright 1979 by The Council for Exceptional Children. Reprinted with permission.

ACTIVITIES TO PROMOTE INTERACTION BETWEEN NON-HANDICAPPED AND HANDICAPPED STUDENTS

.is section contains activities for small groups consisting of both handicapped and non-handicapped students. The activities have been designed to promote positive interaction between those students.

TAPE RECORDER

Objectives:

1. To become better acquainted with group members.
2. To exchange information about ourselves.
3. To initiate positive interaction between students.

Materials: None

Time: 40-60 minutes (depending on group size)

Procedure: Ask students to select a partner, preferably someone they don't know very well. Then ask them to decide who will be the tape recorder operator and who will be the speaker. Ask the speaker to talk about him/herself for three (3) minutes non-stop. The speaker may share anything about him/herself they want in the time allowed. The "tape recorder" just listens while his/her partner shares. At the end of three minutes, the student acting as the recorder is to demonstrate how well he/she listened by repeating, in as near the same manner as possible, the information the speaker shared. The partners then reverse roles and repeat the entire process. When this is completed reconvene the large group. Ask each person to introduce his/her partner to the group using the information obtained in the tape recorder session.

Follow-up: After experiencing this process, ask the participants to respond to the following questions:

1. Did you feel like your partner was really listening to you?
2. How did it feel to be listened to?
3. Are you a good listener?

Comment: This activity can be repeated several times to provide participants with many opportunities to exchange personal information and to practice listening. In some situations having students work with partners may be necessary. When pairs are selected, have handicapped students and non-handicapped work together.

I'M SPECIAL

Objectives:

1. To become better acquainted.
2. To encourage positive self expression.

Materials: Name tags and colored pens or crayons

Time: 20-30 minutes (depending on group size)

Procedure: Sit in a circle. Give each student a name tag and invite them to write his/her name with a colored pen. Ask each student to introduce him/herself by saying the following words and filling in the blanks. The facilitator may wish to go first in order to reduce apprehension.

"My name is _____, and I'm special because _____."

Follow-up: After each person has introduced him/herself, allow the group to share using the following questions for discussion:

1. How does it feel to share this "special" information with someone else?
2. What things did you notice about your classmates today?
3. Did anyone else share something that surprised you or made you think differently about yourself?
4. Is everyone special?

WHO AM I?

Objectives:

1. To give students an opportunity to think about their identity.
2. To help students affirm self.
3. To encourage group participation.

Materials: Paper and pencils for everyone

Time: 30-40 minutes

Procedure: On a piece of paper, ask students to record five "I am _____" statements. After the students have completed their list, ask them to number responses in order of importance. "I am (first and foremost, etc.)" When students have responded, ask them to share their list with the group. When all have had a chance to share, allow for comments from the group. Next, ask each student to respond on paper to the following statements:

a. Yesterday I was _____.
b. Tomorrow I hope to be _____.

Invite students to share their responses.

Follow-up: Upon completion, ask these questions:

1. How are identities established?
2. Does everyone have a unique identity? Do identities change?
3. Are you aware of any circumstances that change a person's identity? (Examples: marriage, job, accident)

MY TALENTS

Objectives:

1. To assist students in identifying their strengths and talents.
2. To facilitate positive interaction between group members.

Materials: Paper and pencil

Time: One class period

Procedure: Ask students to identify and list on a piece of paper:

1. Four of their good qualities.
2. Two or more things they do really well. (Examples: sing, cook, skate, etc.)
3. What have they done lately that someone complimented them for?
4. Something their families think they're good at?

Follow-up:

1. Invite students to share their list with the group.
2. Discuss the importance of recognizing our talents. Does everyone have talents?
3. Ask if people also need to recognize their limitations.
4. Invite students to share other talents they percieve other members have that were not mentioned.

WHO, ME?

Objectives:

1. To enhance the self esteem of participants.
2. To identify personal talents and strengths.
3. To help build positive relations within the group.

Materials: Letter size envelopes for all group members with their names on them. Each group member should have a number of 3 x 5 cards equivalent to the number of people in the group.

Time: One class period

Procedure: Instruct students to write one positive statement about a talent or good quality they see in each group member. After the student has written the positive comment on a card, he/she may place the card in the envelope of the person for which the compliment is meant. Ask the group to remain silent while doing this. Passing the envelopes around the group expedites the process. When everyone's envelope has been passed around, allow time for participants to read their comments. Encourage participants to become aware of their feelings.

Follow-up: After all students have completed this activity, ask the students to respond to these questions:

1. How do you feel about the comments your classmates made about you? Agree? Disagree?
2. How do you feel when given a compliment?
3. Can we make this happen more often? How?
4. Do some persons need more positive comments than others?

WHAT ABOUT MY FAMILY?

Objectives:

1. To assist students in understanding their feelings about their family relationship(s).
2. To assist students in understanding family relationships of their peers.

Materials: None

Time: One class period

Procedure: Group discussion based on the following questions:

1. Would you want your children to love you in the way you love your parents?
2. Do you have the right to expect your family to love you?
3. Do you have the qualities to become the kind of parent you would like your parents to be? What does this include?
4. What does your family expect of you?
5. What responsibilities do you have as a family member?
6. How do you communicate with your parents? Are you honest with them? Are they honest with you?
7. Why is your relationship to your family important now? Later?

Follow-up: Process this activity by asking these questions:

1. As a result of today's discussion, what have you become aware of regarding your family relationship?
2. What surprised you about this activity?

THE ROCK GAME

Objectives:

1. To establish that each person has his/her place in the group.
2. To give students a chance to share in a non-threatening environment.

Materials: A box of rocks and string or chalk

Time: 30-45 minutes

Procedure: Sitting in a circle, the facilitator will pass a box of assorted rocks around the circle asking each student to select a rock that looks interesting to him/her. Then ask him/her to study his/her rock carefully and to think about some characteristic the rock has that would also describe him/herself. Encourage creativity in this process. As the students are studying their rocks, the leader should draw three concentric circles or lay a string in three concentric circles on the floor, the largest being about 3 feet in diameter. Next, give each student a chance to describe to the group how his/her rock is like him/her. The facilitator may wish to go first. Then ask students to look at the three circles in the center of the group. Tell the group that the circles represent their school. The inner circle area represents the "in" crowd, the school's activity creators. The next circle area represents the people who participate in the activities but don't help create them. The last circle represents the people who just attend the school. Next, ask each student to place his/her rock where he/she feels his/her place in school is, and then take his/her place back in the circle. Now invite each student to share why he/she placed the rock where he/she did and share his/her feelings about his/her place in the school.

Follow-up:

1. Do you feel that being a part of the school is important? Why? Why not? Are some students frequently excluded?
2. Do all students have the same opportunity to be a part of the school activities? Why? Why not? What about special education students?
3. What can we do to change the problems we are aware of?

SELF COMMERCIAL

Objectives:

1. To develop a team spirit.
2. To provide students the opportunity to discover each other's positive characteristics.
3. To provide positive feedback to group members.

Materials:

Poster paper, crayons, magic markers, scissors, paints, magazines, tape recorder, video tape equipment (if available), records, etc. Large enough room for students to work in groups of three - undisturbed.

Time:

Two or three class periods and outside class time, if needed

Procedure:

Tell the students that you have placed everyone's name in a box. The names will be drawn out in groups of three. After the teams have been selected, give the following instructions:

1. Your task is to develop a commercial or advertisement to tell the rest of the class what is unique and special about your team and the people in it. In essence, you are going to sell yourselves.
2. Design your commercial by using any form of media available.
3. You must spend at least one class period finding out about your teammates and what unique things about each that you can use in your commercial.
4. Your team will share your commercial with the group in three days.
5. All team members must participate in the presentation.

Follow-up:

After all commercials have been given:

1. How did you feel about doing the activity?
2. What did you learn about your teammates? Yourself?
3. What positive outcomes did this activity provide the team?
4. If you did this again, what would you do differently?

SUNSHINE CARDS

(Note: This activity can be used as a follow-up to "Self Commercials.")

Objectives:

1. To exchange "positive strokes."
2. To build self-esteem.
3. To help build positive relationships with other group members.

Materials: 5 x 7 index cards, crayons, or colored felt tip pens, and masking tape

Time: One class period

Procedure: Give each student an index card, a piece of tape, and a writing utensil. Then instruct students to write on the top of the card --

_____ student's own name _____ is/has _____.

Ask students to assist one another in taping the card to their backs. Now ask the students to mill around the room and write a positive phrase on everyone else's card to complete the sentence. If the group has several students who have mobility problems, it may be best to pass the cards around a circle instead of placing them on student's backs. When all students have had an opportunity to write on each other's cards, invite the students to read their own card silently.

Follow-up: Form a large group and process by asking these questions:

1. Was it difficult to give and accept compliments?
2. How does it feel to give and accept a compliment?
3. Do you feel all the words and phrases are true?
4. How does a compliment make us feel compared to a put-down? Do you give more compliments or put-downs?
5. How can you improve your feedback to others?

Comment: Encourage students to keep their card as a spirit lifter for "down" days.

GET TO THE OTHER SIDE

Objectives:

1. To experience teamwork, individual and group commitment.
2. To acknowledge the value of communication within a group which has a common goal.

Materials:

Every participant must have one 12 by 12 square of brightly colored poster board.

Time:

30-50 minutes

Procedure:

Introduce this activity by asking these questions:

1. What is needed in order to get everyone in this group to work together to accomplish a task?
2. What can groups do to help themselves work together?

During this activity, ask participants to keep in mind the preceding discussion. Divide the participants into groups of six people each. Distribute handicapped students equitably among the groups. Then give these directions:

1. The object of this activity is to get all six team members to the other side of the room by using the team's squares. You may at no time touch the floor with any part of your body--you must be on a square. You may use any method you can devise.
2. At the sound of the whistle, you have five minutes to plan your strategy. At the sound of the second whistle, you are to proceed with your team across the room.
3. The exercise will end when all teams have reached the other side or when the third whistle is blown.

Follow-up:

After an appropriate amount of time has elapsed, ask these discussion questions:

1. What did you experience during this exercise? What are you aware of now?
2. Were you an active or passive group member?
3. How important is communication and cooperation for a group when working toward a common goal?

DAILY DECISIONS

Objectives:

1. To increase awareness of our daily decisions.
2. To identify consequences from not making decisions.
3. To increase awareness of the vast differences in decisions that some persons must make daily.

Materials: Three sets of chart paper and markers, or blackboard and chalk

Time: 45-60 minutes

Procedure: Invite three students from the group to serve as contributors and three to be recorders. (The exercise will be most effective if one of the students is physically handicapped.) Invite the contributors to speak to the recorder telling him/her what they have done today (being very specific), starting with waking up, getting out of bed, brushing teeth, etc., up to coming to class. Ask the recorders to write these events down on the blackboard or chart paper summarizing the essence of the event. When this is completed, the facilitator will pick out some items from each list and ask the following questions about specific activities:

1. Why did you do this?
2. What would happen if you didn't do this?
3. Did you decide to do this or did your mother or someone else tell you to do it?
4. Was this (one of the activities like getting to school) easy or hard for you? How would it have changed if you were/weren't handicapped?

Follow-up: When this is completed, ask these discussion questions:

1. What is a decision?
2. What makes some decisions harder to make than others?
3. Are daily decisions more or less difficult for different people? For example: a blind person? a deaf person?
4. What happens when we delay making decisions?
5. Does knowing a person well help you understand their decisions? Would this be true about handicapped persons?
6. Do you think any member of our group has harder or easier decisions to make than you? Explain.

TOTAL SCHOOL ACTIVITIES

This section contains activities for the total school population. The activities have been designed to promote positive student interaction and handicapped awareness.

HANDICAPPED AWARENESS FILM FESTIVAL

Objectives:

1. To introduce students and/or faculty to handicapping conditions.
2. To introduce students to the handicapped person's view of their condition.

Procedure:

Set aside time for a film festival using various handicap awareness films. Invite community members to participate. To spice things up, have popcorn and pop with the film festival for the staff. This is an easy way to initiate a handicap awareness program for staff and students.

Below is a list of films for high school use.

A Different Approach - color - 15 min. A very different view of employing the handicapped.

A Day in The Life of Bonnie Consolo - color - 16 min.
Arthur Bair Production, Inc.
P. O. Box 7-C, Pasadena, California
The day in the life of a very unusual woman with no arms.

A Matter of Inconvenience - color - 10 min.
The Stanfield House
P. O. Box 3208
Santa Monica, California 90403
A story about skiers who are either blind or amputees.

Get It Together - color - 20 min.
Pyramid Films
Box 1048
Santa Monica, California 90406
A story of a young man confined to a wheelchair after an automobile accident.

Walk Awhile In My Shoes - color - 27 min.
The Stanfield House
P. O. Box 3208
Santa Monica, California 90403
Underlines some of the problems disabled must face regarding building and transportation obstacles.

Note: Lists of other films about handicapped students and special education may be available through your local Area Education Agency, the public library, or college/university/community college libraries.

Follow-up:

Several follow-up options exist, some of them include: other counselors or teachers can be asked to assist in processing the activity with small groups of students; discussion groups can be formed with students from study halls; or specific classes could include related follow-up activities.

POSTER CONTEST

Objective: To increase students' awareness of various handicapping conditions.

Procedure: Your Guidance and Counseling Department can sponsor a poster contest. Prizes might be offered if funds are available -- ribbons and a chance to have posters displayed and recognization may be enough. Contact the Art Department - they may want to co-sponsor this project. Rules of the contest can make it an excellent learning experience. Provide a flyer advertising the contest and announce the subjects which may be used for the posters. (Example: diabetes, blindness, deafness, hemophilia, etc.) Criteria for judging posters should be given in advance, indicating that information about the disease is worth the highest number of points, then artistry, etc.

Comment: This activity might be scheduled in coordination with one of the national poster or essay contests promoted by Muscular Dystrophy, Easter Seals, or other service agencies for the handicapped.

WHEELCHAIR AWARENESS

Objective: To demonstrate to students and faculty members the difficulties wheelchair-bound persons face daily.

Procedure:

1. Create a student-faculty committee to borrow or rent several wheelchairs.
2. Set a date for the event.
3. Select several students and a couple of faculty members who are willing to be confined to a wheelchair for a day. (Suggestion: if possible include student council leaders, athletes, class officers, and/or honor society members.)
4. Arrange a demonstration in the use of wheelchairs by a citizen or student who is wheelchair bound.
5. Establish rules for the participants such as: You must stay in the wheelchair all day, etc.
6. Organize media coverage of the event. Invite some students or citizens who are wheelchair-bound to interact with groups of students at the end of the day.

SERVICE PROJECT #1 - SPECIAL OLYMPICS

Objective:

1. To provide a special olympics for the physically handicapped.
2. To provide an awareness activity for all students.

Materials: Athletic facility, equipment

Time: One day

Procedure:

1. Establish a student/faculty committee to organize the event. Contact the Easter Seals Society, the local Association for Retarded Citizens group, or some other organization to obtain information about Special Olympics.
2. Recruit coaches and handicapped participants.
3. Solicit prizes from local merchants or use student donations.
4. Establish rules.
5. Appoint a timekeeper and referees.
6. Use the football field or somewhere else where student body can serve as spectators and encouragers.
7. Arrange for media coverage.

SERVICE PROJECT #2
CLEAN AND REPAIR WHEELCHAIRS

Objectives:

1. To provide students with opportunities to assist the wheelchair community.
2. To increase student awareness of the number of wheelchair-bound persons in the community.
3. To provide students opportunities to interact with persons who are physically handicapped.

Materials: Steam cleaner, spare parts, extra wheelchairs

Time: One day

Procedure:

1. Form a student/faculty committee to design and conduct the activity. A student service group may want to do this as a project.
2. Seek the cooperation of an area car wash with steam cleaning equipment.
3. Recruit students who are accustomed to working with mechanical parts. Ask industrial arts teachers and other knowledgeable adults to help supervise.
4. Order parts on consignment for the most likely needed parts replacement.
5. Locate wheelchair-bound persons by contacting local wheelchair rental agencies, area health groups, and also by publicizing it in the media.
6. Have spare wheelchairs on hand.
7. Publicize the event widely.

WHO ARE THE HANDICAPPED?

APPENDIX I

The handicapped are persons from 0 to 21 years who qualify for special education and related services. To the extent practical, children needing special education programs or services must be educated in the least restrictive environment with their non-handicapped peers. "Children requiring special education" are those pupils handicapped in obtaining an education as specified in Chapter 281 of the Iowa Code, and defined in these rules.

A. "Physical disability" is the inclusive term used in denoting physical or visual impairments of pupils requiring special education programs and services.

1. Pupils with physical impairments manifest an abberation of an essential body structure, system or function. Included may be disabilities resulting from cardiac, congenital or orthopedic anomalies and conditions, or conditions of unknown or miscellaneous causes.

2. Pupils with visual impairments are those whose vision deviates from the normal to such an extent that they, in the combined opinion of an educator qualified in the education of the visually impaired and an eye specialist, require special education programs, facilities, or services. Visual acuity and educational functioning are used in determining needs of partially sighted and blind pupils.

B. "Mental disability" is the inclusive term denoting significant deficits in adaptive behavior and sub-average general intellectual functioning. For educational purposes, adaptive behavior refers to the individual's effectiveness in meeting the demands of one's environment and sub-average general intellectual functioning as evidenced by performance greater than one standard deviation below the mean on a reliable individual test of general intelligence valid for the individual pupil.

C. "Emotional disability" which is manifested as a behavior disorder is a pattern of situationally inappropriate behavior, observed in the school setting, which deviates substantially from behavior appropriate to one's age and significantly interferes with the learning process, interpersonal relationships, or personal adjustment of the pupil. The determination of this handicap is largely based on the consistency, intensity, and duration of the behavior of concern.

D. "Communication disability" is the inclusive term denoting deficits in language, voice, fluency, articulation and hearing.

1. Impairment in language is a disability in verbal language resulting in a markedly impaired ability to acquire, use or comprehend spoken, read or written language due to difficulties in acquisition and usage of syntax, morphology, phonology and semantics.

2. Impairment in voice is an abnormality in pitch, loudness, or quality resulting from pathological conditions, psychogenic factors or inappropriate use of the vocal mechanism which interferes with communication or results in maladjustment.

3. Impairment in fluency is a disruption in the normal flow of verbal expression which occurs frequently, or is markedly noticeable and not readily controllable by the pupil. These disruptions occur to the degree that the pupil or the pupil's listeners evidence reactions to the manner of one's communication and one's disruptions so that communication is impeded.

4. Impairment in articulation is defective production of phonemes which interferes with ready intelligibility of speech.

5. Impairment in hearing is a loss of auditory sensitivity ranging from mild to profound which may effect one's ability to communicate with others.

"Deaf" pupils include those individuals whose hearing impairment is so severe that they do not learn primarily by the auditory channel even with a hearing aid, and who need extensive specialized instruction in order to develop language, communicative and learning skills.

"Hard of hearing" pupils include those individuals whose level of communicative ability is adequate to allow them to acquire speech, language and to learn by auditory means although they may experience difficulty, under certain circumstances, in oral communication, language and learning skills with or without amplification, and who may need various classroom and instructional modifications in order to make full use of school experiences.

E. "Learning disability" is the inclusive term denoting deficiencies which inhibit a pupil's ability to efficiently learn in keeping with one's potential by the instructional approaches presented in the usual curriculum and require special education programs and services for educational progress. These deficiencies occur in the acquisition of learning skills and processes or language skills and processes, including, but not limited to the ability to read, write, spell or arithmetically reason and calculate. These deficiencies may also be manifested in an inability to receive, organize, or express information relevant to school functioning. The deficiencies displayed by pupils with learning disabilities are not primarily due to sensory deprivation, mental disabilities, severe emotional disabilities, or a different language spoken in the home.

F. "Chronically disruptive" is the inclusive term describing those pupils who repeatedly exhibit markedly unacceptable behavior preventing a satisfactory adjustment to the regular school program and significantly interfering with the pupil's learning process and interpersonal relationships. This behavior occurs to such a degree that the administration or local school district board has excluded the pupil from the regular instructional program. The school shall document prior attempts to modify the regular educational program in such a way as to meet the educational needs of the pupil. The director of special education shall consult with representatives of appropriate juvenile agencies as a part of the diagnostic-educational staffing process.

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About the Author

Hazel Loucks is currently a high school counselor in Edwardsville, Illinois. She earned her Bachelor's degree from Southern Illinois University in 1966, and her Master's degree from Ohio State University in 1972. Hazel has been a general education teacher, instructor for the gifted, director of an alternative school and state consultant.

Hazel's interest in special students began with the discovery that her son had a learning disability. The educational difficulties her son encountered made Hazel acutely aware of the needs many special students experience.

Presently serving as a workshop director for the Illinois State Board of Education's Project for Handicapped and Disadvantaged, Hazel has also worked as a consultant for the Technical Education Research Center, Cambridge, Massachusetts.

About MRRC

One of twelve Regional Resource Centers created by an Act of Congress, the Midwest Regional Resource Center serves an area which includes the States of Iowa, Kansas, Missouri, and Nebraska. Funds for the MRRC contract are directed through its applicant agency, Drake University.

The service goal of the MRRC is to assist state education agencies in its region and, through them, the local education agencies in providing a free appropriate public education for all handicapped children. The emphasis of these services is directed toward the implementation of Public Law 94-142.